

## PLEASANT HILL ELEMENTARY

127 Schoolhouse Road  
Hemingway, South Carolina 29544

**GRADES** PK-5 Elementary School

**ENROLLMENT** 404 Students

**PRINCIPAL** Timothy Carnahan 843-558-9417

**SUPERINTENDENT** Dr. Charles Gadsden 843-436-7000

**BOARD CHAIR** Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	21	53	6	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

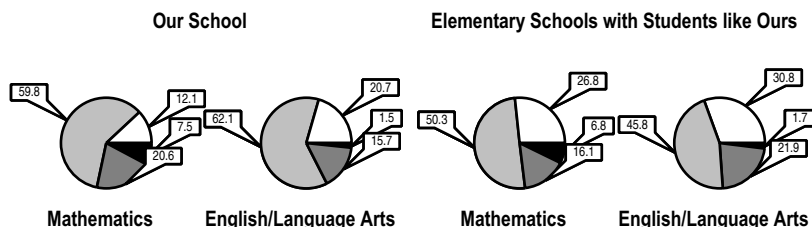
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	59	44
Percent satisfied with learning environment	97.1%	91.2%	85.7%
Percent satisfied with social and physical environment	93.9%	93.2%	78.6%
Percent satisfied with home-school relations	82.4%	94.9%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	208	99.5	20.7	62.1	15.7	1.5	17.2	17.6
Gender								
Male	107	99.1	27.3	60.6	12.1	N/A	12.1	17.6
Female	101	100.0	14.1	63.6	19.2	3.0	22.2	17.6
Racial/Ethnic Group								
White	77	100.0	16.4	50.7	28.8	4.1	32.9	17.6
African-American	126	99.2	23.1	69.4	7.4	N/A	7.4	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	167	100.0	17.9	61.1	19.1	1.9	21.0	17.6
Disabled	41	97.6	33.3	66.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	208	99.5	20.7	62.1	15.7	1.5	17.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	207	99.5	20.8	61.9	15.7	1.5	17.3	17.6
Socio-Economic Status								
Subsidized meals	150	99.3	23.1	65.0	11.9	N/A	11.9	17.6
Full-pay meals	58	100.0	14.5	54.5	25.5	5.5	30.9	17.6

Mathematics								
All students	208	100.0	12.1	59.8	20.6	7.5	28.1	15.5
Gender								
Male	107	100.0	12.1	60.6	21.2	6.1	27.3	15.5
Female	101	100.0	12.1	58.6	20.2	9.1	29.3	15.5
Racial/Ethnic Group								
White	77	100.0	5.5	43.8	37.0	13.7	50.7	15.5
African-American	126	100.0	16.5	68.6	10.7	4.1	14.9	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	167	100.0	6.7	58.9	25.2	9.2	34.4	15.5
Disabled	41	100.0	36.1	63.9	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	208	100.0	12.1	59.6	20.7	7.6	28.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	207	100.0	12.2	59.4	20.8	7.6	28.4	15.5
Socio-Economic Status								
Subsidized meals	150	100.0	14.7	65.0	15.4	4.9	20.3	15.5
Full-pay meals	58	100.0	5.5	45.5	34.5	14.5	49.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	79	N/A	11.4	54.4	34.2	N/A	34.2
	Grade 4	75	N/A	16.0	70.7	13.3	N/A	13.3
	Grade 5	62	N/A	35.5	48.4	16.1	N/A	16.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	14.8	50.0	29.6	5.6	35.2
	Grade 4	82	100.0	17.7	67.1	15.2	N/A	15.2
	Grade 5	69	98.6	29.2	66.2	4.6	N/A	4.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	79	N/A	22.8	44.3	19.0	13.9	32.9
	Grade 4	75	N/A	18.7	50.7	24.0	6.7	30.7
	Grade 5	62	N/A	35.5	46.8	16.1	1.6	17.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	16.7	57.4	16.7	9.3	25.9
	Grade 4	82	100.0	12.7	58.2	21.5	7.6	29.1
	Grade 5	69	100.0	7.6	63.6	22.7	6.1	28.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 404)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.0%	2.4%
Attendance rate	95.6%	Down from 95.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.4%	Up from 12.4%	10.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.7%	Up from 7.8%	9.3%	8.0%
Older than usual for grade	4.0%	Down from 5.3%	1.6%	1.1%
Suspended or expelled	0.0%	Down from 2.3%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Down from 63.9%	43.2%	50.0%
Continuing contract teachers	93.8%	Up from 83.3%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.6%	Up from 80.3%	86.0%	86.2%
Teacher attendance rate	96.6%	Up from 92.5%	95.1%	95.3%
Average teacher salary	\$39,123	Up 0.5%	\$39,261	\$39,909
Prof. development days/teacher	13.1 days	Up from 10.7 days	12.1 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio	16.6 to 1	Up from 14.9 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 86.9%	89.6%	89.7%
Dollars spent per pupil*	\$10,986	Up 65.0%	\$6,052	\$5,892
Percent spent on teacher salaries*	61.4%	No change	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As the principal of Pleasant Hill Elementary School, I am very proud of the progress that our school has made over the past school year. Our teachers and staff have worked very diligently to provide opportunities for enhancement of our curriculum, as well as remediation for students who had identified needs. We have ensured that our students have been exposed to all of the South Carolina Learning Standards and have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer "extended day" at which time our teachers have tutored students in all academic areas. The students have been asked to demonstrate new ways to express their learning via the PACT. This prompted teachers to provide instruction conceptually rather than at a factual, recall level of thinking. As you examine the report card, please note the improvement score as well as the actual results of this year's test.

The Pleasant Hill staff, parents and students made reading a top priority during the past school year. Reading is one of the most powerful tools we have in education. Students applied this concept in practice as they read a total of over 47,000 books in grades K-5 over the course of the year.

Georgetown County School District has encouraged the use of technology in all of the curricula. In order to prepare our students for the 21st Century, students must be exposed to technology. With this in mind, Students in grades 3-5 were exposed to math and science concepts using technology. Also reading and writing via technology was provided to students in all grades. I feel that our students are prepared to locate and utilize this information in meaningful ways.

The incorporation of foreign languages has broadened the horizons of our students. Many of our students have also been identified as having talents in the areas of art and music, as well as demonstrated excellence in areas of physical education. We have encouraged students' best efforts in every endeavor.

Our school has truly responded to the mission to provide challenging educational programs that require all students to meet high academic standards and to prepare all students to be responsible citizens and lifelong learners. We will continue to reach for higher expectations for students and ourselves as we embrace new challenges.

Timothy Carnahan

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.